

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Horwood Church of England Primary School	
Address	School End, Great Horwood, Milton Keynes, MK17 0RG

School vision
Jesus said, 'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me, you can do nothing.' John 15:5

School strengths
<ul style="list-style-type: none"> • The Christian vision at Great Horwood Church of England Primary School is deeply rooted in biblical teaching. Driven by strong leadership, it empowers the school to be highly effective. • Motivated by the vision of growing together, the curriculum is designed around its unique community of learners. Staff frequently evaluate each pupil's needs to enable them to flourish. • A rich provision of collective worship is central to each day at school. Opportunities for prayer and reflection deepen the spiritual growth of pupils and adults. Joyful singing also promotes a culture of unity. • Pupil wellbeing and the support of basic needs are exceptionally well met. This promotes a growth in self-confidence so that they thrive. • The religious education (RE) curriculum is planned carefully to support challenging and inspiring lessons. Diverse topics include a variety of faiths and worldviews. This enables pupils to show respect for a range of beliefs.

Areas for development
<ul style="list-style-type: none"> • Embed identified elements of the RE curriculum to ensure that teaching and learning meets the needs of all pupils. • Develop global partnerships which provide a deeper understanding of the world. This is to enable pupils to respond to issues of injustice.

Inspection findings
<p>The Christian vision of Great Horwood Church of England Primary school includes and unites all pupils and adults in growing together. The analogy of vines and branches bearing fruit illustrates the commitment made by leaders to enable all to flourish. A set of values which include love, perseverance and respect, support the vision. These are well established and based on the teachings of Jesus. This encourages pupils to behave well and promotes their aspirations to be successful. Meticulous planning by leaders is centred around the school's vision and values. This includes detailed policies and a wide range of activities that encourage teamwork and togetherness. The vision is embraced by parents and carers. Families correctly share how they too are important branches and frequently join activities such as church services and celebrations. The school has a strong link with the local church community. Pupils share how they love times of worship at church, such as an annual Lent service. This enriches spiritual development as they worship God together.</p>

Governors and leaders from the Oxford Diocesan Bucks Schools Trust regularly monitor and evaluate the effectiveness of the school vision. This ensures that teachers gain specific training so that they are skilled in enabling pupils to thrive.

Driven by the vision, the curriculum is both inclusive and ambitious. Leaders use funding effectively to provide support for pupils deemed to be vulnerable. This also includes those with special needs and/or disabilities (SEND). Accessible lessons are planned carefully. Using the analogy of branches, subjects are linked so that pupils find meaning and significance in what they learn. A clear appreciation of spiritual development enriches lessons for them. Pupils are prompted to make connections between learning and themselves. Times of reflection and discussion encourage deep thinking. Pupils appreciate inspiring spaces such as the conservation area. These support calmness and thoughtfulness as they are learning. A variety of extra-curricular activities adds to the richness of the curriculum. They promote team building skills that grow confidence. A wide range of pupil voice teams provide informative feedback to adults. This equips teachers to further develop motivational lessons and informs governors in monitoring the impact of the vision. Participating in these teams also promotes leadership opportunities for pupils.

The rich provision of collective worship nurtures pupils as they experience the meaning of a relationship with God. It also allows the school community time to reflect on its vision and values. Imaginative planning by leaders is supported by strong links with the Diocese of Oxford. Christian teaching and Bible stories are embedded to ensure that pupils have a strong understanding of the relevance of Jesus. All are welcome to this special time of the day. Reflective music is chosen with links to the vision. This creates an atmosphere of stillness. Pupils confidently contribute through welcoming all to worship, lighting candles and sharing prayers. They make meaningful connections between values shared in worship and daily activities. This promotes personal spiritual development through a deeper understanding of self. Prayer is an important aspect of worship. Pupils regularly write prayers that are shared together or displayed in classrooms. This develops expression and openness in sharing reflections. Leaders provide training so that pupils and adults are united in worshipping together. Adults appreciate the impact of special moments such as Candlemas and how this sparks their own spiritual growth.

Mental health and wellbeing are a high priority for school leaders. This begins with staff knowing each pupil well, promoting the vision of unity. Teachers check-in daily with each individual so that concerns are shared and anxiety is reduced. There is a high turnover of pupils at the school and leaders carefully manage change effectively. New pupils quickly settle, and their families feel welcomed into the wider school community. This enables them to begin to thrive on entry. A detailed behaviour policy ensures pupils live well together. Rewards linked to the school values support high expectations and dedication. School leaders, including governors, understand the needs of the local community well. They promote extra-curricular activities such as uniformed organisations that meet on-site. This demonstrates the importance of the school locally. Provision for those deemed to be vulnerable ensures inclusive opportunities. After school clubs help to meet basic needs as well as promote sport music and dance. Staff openly celebrate the support received from governors and trust leaders. They know their views are heard and are shown care. This increases the effectiveness of the positive culture the school displays.

The creation of four school council groups provides plentiful experiences for leadership and responsibility. These groups identify how they can support local and national organisations. Inspired by visitors including a paralympic athlete and staff members, pupils arrange charitable activities such as a fun-run. They are aware of the importance of the school's rural setting and discuss environmental issues in lessons. 'Eco-warriors' act as agents of change in planting hedgerows and raising issues of sustainability. This deepens their understanding of the value of God's world around them. In various lessons throughout the curriculum, discussion and debate enables pupils to



appreciate the power of their voice. However, an awareness of injustice globally is limited. This means that pupils have fewer opportunities to apply their skills on a wider scale.

RE plays a significant part in fulfilling the vision of the school. Leaders and governors review the impact of the curriculum and are continuing to change and improve teaching and learning. However, identified curriculum developments are not fully embedded across the whole school. Topics begin with deep questions. This supports exploration and promotes enquiry and reflection. Lessons develop the growth in knowledge of Christian beliefs and practices. Pupils appreciate how this differs across the world. Key vocabulary is visible within classrooms, supporting strong religious literacy. Ambitious planning ensures pupils are challenged in Early Years. This includes a developing appreciation of many faiths and worldviews. The use of visitors and visits to places of worship develops an appreciation of diversity in the local community. Partnerships with other trust schools develops confidence for teachers in creating inspiring lessons. Effective support from the diocese is furthering the school's ambition for pupils to flourish in this subject.

These inspection findings indicate that Great Horwood Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 May 2024	URN	145032
VC/VA/Academy	Academy	Pupils on roll	90
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Bucks Schools Trust		
Headteacher	Paula Shaw		
Chair	Tom Williams		
Inspector	Keith Farquhar	No.	2143